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4-22-2013

# Master of Arts in Liberal Studies (MLLS) – Change to Distance Learning Format

The College at Brockport, College Senate

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 senate@brockport.edu  
 brockport.edu/collegesenate

**Resolution # 10 2012-2013**  
**College Senate**

Supersedes Res #: \_\_\_\_\_

TO: Dr. John R. Halstead, College President  
 FROM: The College Senate: **4/22/2013**  
 RE: I. Formal Resolution (*Act of Determination*)  
 II. Recommendation (*Urging the Fitness of*)  
 → III. Other, For Your Information (*Notice, Request, Report, etc.*)



SUBJ: **Master of Arts in Liberal Studies (MALS)-Change to Distance Learning Format (#22\_12-13GC)**

Signed: [Signature] Date: 4/24/13  
 (Mark Chadsey, 2012-13 College Senate President)

**Please fill out the bottom portion and follow the distribution instructions at the end of this page.**

TO: Mark Chadsey, College Senate President  
 FROM: John R. Halstead, College President  
 RE: → I. Decision and Action Taken on Formal Resolution (circle choice)  
 a. Accepted - Implementation Effective Date\*\*: Fall 2013  
 \*\*Implementation of resolution requires final approval from SUNY- State Education Department.  YES  
 b. Deferred for discussion with the Faculty Senate on \_\_\_/\_\_\_/\_\_\_  
 c. Unacceptable for the reasons contained in the attached explanation  
 II, III. Response to Recommendation or Other/FYI  
 a. Received and acknowledged \_\_\_/\_\_\_/\_\_\_  
 b. Comment: \_\_\_\_\_

Signed: [Signature] Date: 4/30/13  
 (Dr. John R. Halstead, President, The College at Brockport)

**DISTRIBUTION:**

Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE  
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

<b>Routing Number</b> <i>Routing # assigned by Senate Office 2012-2013</i>	<b>#22_12-13GC</b> <i>Use routing number and title in all reference to this proposal.</i>
<b>This Proposal Replaces Resolution</b>	

**INSTRUCTIONS**

- Use committee guidelines available at [brockport.edu/collegesenate/proposal.html](http://brockport.edu/collegesenate/proposal.html).
  - Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
  - **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
  - Email completed proposal to [senate@brockport.edu](mailto:senate@brockport.edu). (General Education Proposals and questions go to [dlamphron@brockport.edu](mailto:dlamphron@brockport.edu) in the Vice Provost's Office first.)
  - Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to [senate@brockport.edu](mailto:senate@brockport.edu).
  - Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.
1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*

Master of Arts in Liberal Studies (MLLS) –Change to Distance Learning Format

**2. BRIEF DESCRIPTION OF PROPOSAL:**

All courses in the MALS program will be offered in an online format.

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?**   x   NO    YES  
EXPLAIN YES

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

The four seminar courses have been offered online for two years. Over that time period enrollment in these courses has grown 20% over the face-to-face offerings while keeping the rigor and standards the same.

5. **HOW WILL THIS AFFECT TRANSFER STUDENTS:**

n/a

6. **ANTICIPATED EFFECTIVE DATE:**

F,2013

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
2/18/13	3/25/13		

8. **SUBMITTED BY:** (contact person)

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
<i>Eileen Daniel</i>	<i>Academic Affairs</i>	<i>5505</i>	<i>edaniel@brockport.edu</i>

9. **COMMITTEES:** (Senate office use only)

<b>Standing Committee</b>	<b>Forwarded To</b>	<b>Dates Forwarded</b>
<input type="checkbox"/> Executive Committee	<b>Standing Committee</b>	2/28/13, 3/25/13
<input type="checkbox"/> Enrollment Planning & Policies	<b>Executive Committee</b>	
<input type="checkbox"/> Faculty & Professional Staff Policies	<b>Senate</b>	
<input type="checkbox"/> General Education & Curriculum Policies	<b>Passed GED's go to Vice Provost</b>	
<input checked="" type="checkbox"/> Graduate Curriculum & Policies	<b>College President</b>	
<input type="checkbox"/> Student Policies	<b>OTHER</b>	
<input type="checkbox"/> Undergraduate Curriculum & Policies	<b>REJECTED -WITHDRAWN</b>	

NOTES:

## **Proposal: Application for Addition of the Distance Education Format to an Existing Graduate Program-MALS**

**Program Overview:** MALS is a multidisciplinary degree for students seeking an alternative to traditional graduate courses of study that focus on professional training in a single area. Instead, the 30-credit Liberal Studies program is designed for the life-long learner seeking intellectual development, personal enrichment and the benefits of an advanced education in the liberal arts and sciences. The program allows each degree candidate the opportunity to develop an individualized *Plan of Study* tailored to his or her own personal and/or professional goals. Through this *Plan of Study*, the student examines significant ideas and contemporary issues from the perspectives of the fine arts, humanities, social sciences and natural sciences. It provides an integrative educational experience that promotes a deeper understanding of self, nature and society, and offers opportunities to sharpen critical thinking and communication skills.

Given its multidisciplinary nature, Liberal Studies has no faculty that are exclusively assigned to its program. Rather, it draws upon the best faculty from across The College at Brockport (and elsewhere) to teach its required courses. Some are Distinguished Teaching Professors, the highest academic rank attainable at SUNY. Many are recipients of the Chancellor's Award for Excellence in Teaching, a SUNY-wide recognition for outstanding instruction. Others hold (or have held) high administrative positions in their disciplines, including departmental chairperson, dean, director of the Honors Program, and assistant vice president for academic affairs. All are experts in their disciplines, yet truly capable of teaching from the multidisciplinary perspective that is the hallmark of a graduate Liberal Studies education at The College at Brockport.

### **General Structure of the Liberal Studies Program**

To receive a Liberal Studies degree, students must earn a total of 30 graduate credits. Since The College at Brockport graduate courses are generally three credits **each**, a normal *Plan of Study* consists of 10 graduate courses. These courses include four required Liberal Studies courses and six elective courses. The required block includes (a) one course from each of three disciplinary perspectives: the arts and humanities, the natural sciences, and the social sciences; and (b) the Project Portfolio, a synthesizing experience entailing both a reflective component and a knowledge application component based on the student's individual *Plan of Study*.

In the Liberal Studies program, elective courses are selected through advisement (a required procedure that must be completed before a student may continue with the matriculation process). The electives must reflect a programmatic theme or focus that satisfies the degree candidate's personal and/or professional goals. The following restrictions apply to the selection of these courses:

1. At least one elective courses (three credits) must be at the 600-level or higher (i.e., courses designed exclusively for graduate students).
2. No more than two courses (six credits) may reflect content intended for application in a specific professional setting (these courses are usually designated as "B" courses at The College at Brockport).
3. No more than six credits may be taken as Independent Study.

4. No elective course may be taken on a "Satisfactory/Unsatisfactory" grade basis.
5. No internships allowed
6. Written approval of the program director is required for any change to a matriculated student's Plan of Study.

Course #

LST 700-719  
 LST 720-739  
 LST 740-759  
 LST 797

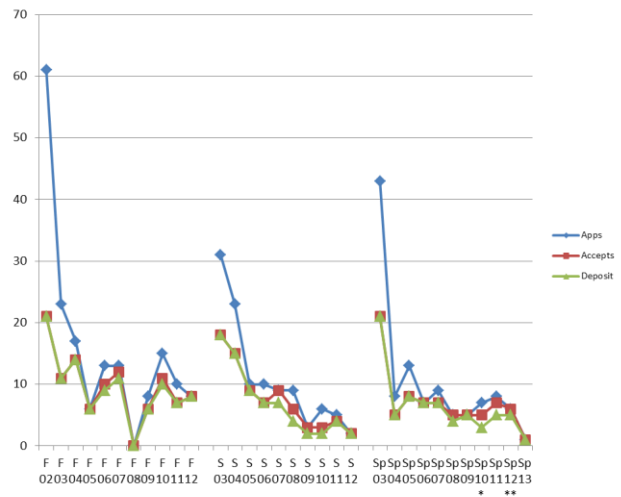
Topics in the Arts and Humanities  
 Topics in the Natural Sciences  
 Topics in the Social Sciences  
 Project Portfolio

**1. Academic rationale.**

- a. *The department has been offering the four seminar courses online for two years and has seen an increase in student enrollment while maintaining quality and rigor. No changes in curriculum will occur. In addition, the enrollment of the program has been steadily declining and it is anticipated the online format will reverse that trend.*

Liberal Studies 2002-2012 Application Data

Term	Apps	Accepts	Deposit	Accept %	Deposit %
F02	61	21	21	34	100
F03	23	11	11	48	100
F04	17	14	14	82	100
F05	6	6	6	100	100
F06	13	10	9	77	90
F07	13	12	11	92	92
F08	0	0	0	0	0
F09	8	6	6	75	100
F10	15	11	10	73	91
F11	10	7	7	70	100
F12	8	8	8	100	100
S03	31	18	18	58	100
S04	23	15	15	65	100
S05	10	9	9	90	100
S06	10	7	7	70	100
S07	9	9	7	100	78
S08	9	6	4	67	67
S09	3	3	2	100	67
S10	6	3	2	50	67
S11	5	4	4	80	100
S12	2	2	2	100	100
Sp03	43	21	21	49	100
Sp04	8	5	5	63	100
Sp05	13	8	8	62	100
Sp06	7	7	7	100	100
Sp07	9	7	7	78	100
Sp08	5	5	4	100	80
Sp09	5	5	5	100	100
Sp10	7	5	3	71	60
Sp11	8	7	5	88	71
Sp12	6	6	5	100	83
Sp13	1	1	1	100	100



\* Advanced Deposit Begins  
 \*\* E-Commerce Begins

**2. A discussion regarding “Mission”, “Market”, and “Quality”.**

- a. **Specifically address the following issues: How does the proposal reflect the campus mission focus? The Open SUNY initiative recently announced by the Chancellor’s Office requests the SUNY Colleges to develop- additional online programs and degree offerings. This change in the MALS program is reflective of our commitment to comply with this request. The change also supports the College’s commitment to providing a liberal arts education at the graduate level.**

- b. **What are the market demand factors that this proposal responds to? Include program competition from other regional colleges. See below:**

Data on MALS Program:

*From summer, 2009-Fall 2010, classes were offered face-to-face. During that period, the average class size was 6.24 and the average total enrollment per semester was 21.75. For courses in the natural sciences, the average enrollment per semester was 7. The enrollment of courses in the natural science area increased from an average of 7 to 10.*

*All LST courses were offered online effective fall 10. From fall 10 through spring 2013, the average online class size was 7.56, a 21% increase over face-to-face. The total enrollment per semester was an average of 27.5, a 26% increase.*

<i>Time Period</i>	<i>Face to Face (F) or Online (O)</i>	<i>Total Enrollment</i>	<i>Average Class Size</i>	<i>Enrollment natural Sciences</i>
<i>Summer 09-Summer 10</i>	<i>F</i>	<i>21.75/semester</i>	<i>6.24</i>	<i>7/semester</i>
<i>Fall 10-Spring 13*</i>	<i>O</i>	<i>27.5/semester</i>	<i>7.56</i>	<i>10/semester</i>
<i>Percentage change from F to O</i>		<i>+26%</i>	<i>+21%</i>	<i>43%</i>

*\*Enrollments for spring 13 are not finalized.*

*Summary of other changes*

- *Introduction of new seminar courses, e.g. Social Media, Sociology of Sexuality, Evolution and Disease, etc. A These courses are seminars not electives. The course on Social Media from Social and Cultural perspectives (LST 755) was offered online in fall 2012. The course attracted an enrollment of 11. Sociology of Sexuality is scheduled for fall 2013.*
- *Scheduling changes: rotate content areas; offer 2 rather than 3 courses/semester*

- c. Since it's an online program with the potential to attract students from anywhere, regional program competition is not relevant.*

**3. How is program quality addressed in this proposal?**

- a. **Entrance requirements.** *No change.*
- b. **Program requirements.** *No change.*
- c. **Exit requirements.** *No change*

**4.Academic administration commentary.**

- d. Letter of review/comment from the Graduate Dean: attached
- e. Letter of review/comment from Dean of School: attached
- f. Letter of review/comment from Department Chair: attached

**5.Drake Library resources and other support services (e.g., labs, academic computing services, opportunities for field experience, non-teaching staff):**

- g. Statement of review and comment from Library and Information Technology Services: attached

6. Current Program and Course descriptions.

Current Program and Proposed Program

To receive a Master of Arts in Liberal Studies, students must earn a total of 30 approved graduate credits. Since the graduate courses at The College at Brockport are generally three credits each, a normal Plan of Study consists of 10 graduate courses. These courses include four required Liberal Studies courses and six elective courses. The required block includes one topics course from each of three disciplinary perspectives, and the Project Portfolio.

**REQUIRED TOPICS COURSES**

Although the specific topics courses may vary from semester to semester, and from instructor to instructor, one course from each of the following three areas must be taken:

LST 700-719: Topics in the Arts and Humanities

LST 720-739: Topics in the Natural Sciences

LST 740-759: Topics in the Social Sciences

**ARTS AND HUMANITIES**

***LST 713 Music in Contemporary Society***

Explores the complex role of music in contemporary society. This course utilizes theoretical approaches from the field of ethnomusicology to study of music as it permeates, underscores and accompanies our daily lives at many levels.

***LST 714 Democratic Philosophies of Education***

Students will be exposed to a variety of democratic philosophies of education - to examine whether or not democracy needs educated citizens or education needs to be more democratic.

***LST 715 Evil In World Literature***

Surveys a handful of masterpieces of world literature that exemplify the aesthetic and ethical problems associated with representing evil artistically. Modes of instruction will include online lectures (video captures), online conversations (discussion boards) monitored and moderated by the instructor, and a series of writing assignments submitted and graded online.

## NATURAL SCIENCES

***LST 721 Environmental Issues***, Examines ecology, environmental quality, agriculture, pest management, economics and waste to develop a responsible awareness of natural resource use and availability.

***LST 730 Evolution and Disease***

Applies human evolution to understand infectious, chronic, psychiatric, and environmentally-linked disease. Covers a diverse range of related topics including scientific research methods, the fundamentals of evolutionary theory, diversity of infectious disease agents, immunology, epidemiology, evolution and longevity, drug-resistant antibiotics, evolution and industrial pollutants, acculturation and health.

***LST 731 Ethical Issues in Science and Medicine***

Examines ethical problems and policy issues that rise in contemporary science, medicine, health care, and biomedical research.

## SOCIAL SCIENCES

***LST 743 Multicultural Global Village***

Studies the American ethnic mosaic culturally, historically, and sociologically, including the roles of technology, economics, educational and cultural institutions in the global village.

***LST 755 Social Media - Social and Cultural Perspectives***

Examines social media from a cultural and political perspective, focusing on how media technologies figure in everyday life as well as business, education, and society in general. Studies the construction of social relationships and identities using case studies in social media such as virtual communities, on-line games, blogs, podcasts, social networks, and wikis. Collaborates and communicates using social media and the traditional seminar format.

***LST 756 Sociology of Sexuality***

Students learn to apply the sociological perspective to the examination of human sexuality and its expression. Topics covered include sexuality as a social construction, biosocial perspectives on sexuality, research methodology in the investigation of sexuality, sexual practices and diversity, and cross cultural differences in the expression of sexuality.

## PROJECT PORTFOLIO (LST 797\*)

A pre-graduation "culminating project" that entails both a reflective component and a knowledge application component. Includes a statement of the specific programmatic goals around which the Plan of Study has been developed; a reflective statement describing how the interrelationships



between the areas of knowledge and skills acquired through the student's Plan of Study have provided an integrative experience that has contributed holistically to one's educational objectives; a paper applying insights and/or methodologies from the three Liberal Studies disciplinary approaches (arts and humanities, the social sciences, and the natural sciences) to an understanding of some issue or problem within contemporary society; and sample work from the student's required and elective courses.



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK  
**Office of Information Technology**

TO: Dr. Eileen Daniel, Professor and Associate Vice Provost

CC: Dr. Frank Wojcik, Associate Provost and CIO

FROM: Brendan Post, Manager of Online Learning Systems

DATE: February 5, 2013

RE: IT Support for the online delivery of the MALS Program

On behalf of the Learning Systems Team within Library, Information and Technology Services (LITS), we would like to express our support and technology readiness for moving the MALS program to a fully online delivery format. We've been actively working with the faculty of this program since fall 2010 when all of the LST courses were moved to an online format and have been providing support to the faculty and students based on this model.

With the combination of a robust Learning Systems Team that supports ANGEL and the expansion of our Help Desk services to providing a phone center that is available 24/7, we believe we are well positioned to support this change to the MALS program and any growth in enrollments. We also believe this positions our department to strategically support both College and SUNY initiatives related to online learning.

Please accept this letter as an indication of our support and readiness to meet the technological needs of the faculty and students of the MALS program.



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

**The Graduate School**

To Whom It May Concern:

I have reviewed and support the proposed Master of Liberal Arts- Change to Distant Learning Format.

This change provides Brockport graduate students a wider variety of course formats—they will be able to access program-approved online coursework and, if they want, apply program-approved traditional classroom coursework to their degree as well.

Sincerely,

James Spiller  
Dean of The Graduate School



The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

**Master of Arts in Liberal Studies**

February 8, 2013

Dr. Eileen Daniel  
Professor & Associate Vice Provost  
Academic Affairs, Campus

Ref.: your proposal to move the MALS program to an onLine program – Spring 2013

Your proposal to move the Liberal Studies program to a fully onLine degree program has my full and strong support.

We moved all three of our seminar courses to onLine from fall 2010 and since then there has been a significant increase in the enrollment in those courses. We have also streamlined the seminar course offerings to two per (fall, spring and summer) semester. Together with the LST 797: Portfolio course (a capstone course), we are now offering seven courses per year.

The enrollment data provides a positive proof that the program will benefit by becoming a fully onLine program. The 'gathering storm' in the form of Open SUNY might also provide a welcoming climate for the onLine Liberal Studies program to grow and prosper.

A high percentage of students in the Liberal Studies program are part-time and employed. To them the time involved in commuting is a bigger issue than even the cost of the program. An onLine program will finally remove this 'location/travel constraint'. Therefore, there is every reason to believe that our onLine Liberal Studies program could once again become quite attractive to prospective students.

Hence my unqualified support to make the Liberal Studies program a fully onLine degree program. Let me know if you have any questions.

Regards,

Kulathur Rajasethupathy


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The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

Office of the Vice Provost for Academic Affairs

To: The College at Brockport, College Senate  
From: P. Michael Fox, Vice Provost for Academic Affairs   
Date: February 5, 2013  
Re: Registration of MALS Program as On-line Degree Offering

Master's degrees in Liberal Arts are currently popular programs in the on-line instructional format. The College at Brockport has a well-conceived MALS program that historically has been pursued by students needing to complete a master's degree for their educational certifications and to progress in their current professions. However, changes in the certification requirements as well as competition from already on-line graduate programs, have markedly reduced the major population of persons interested in this program in the traditional on-campus, face-to-face instructional format.

We believe that there is a market for the MALS program if we transition the program to a completely on-line instructional format. In fact, we have moved a number of the MALS courses to the on-line format in recent semesters and have seen increased interest and student participation in these courses.

In a period of generally declining enrollments at the graduate level, both regionally and at the College, we believe that the MALS, as a completely on-line program, will be revitalized and capable of attracting graduate students from a larger and non-regional student population.

It is for these reasons that we advocate, and I would strongly urge, that the College Senate approve formally registering the MALS program as a completely on-line instructional degree program.

## Communication Additional Piece- responses by Dr. Eileen Daniel

The EC and GC committees are seeking further information before we can move your proposal, #22\_12-13GC, forward to the senate floor.

Please help me with address the following. These comments/questions are meant to strengthen the proposal.

**1. Expansion of narrative in the academic rationale** (question 1) to include discussion of current program history then leading into the need for a full online program. Not all senate members are aware of the MALS program and this will help them as well as make the proposal stronger despite the market statistics. The committees have found much work to be done by researching the MALS online for information when the proposal should have made it easy for understanding. *See attached under "Program Overview"*

**2. In the summary of other changes** as noted in the proposal, there are three courses as examples- two of them are listed as electives- Social Media, Evolution of Disease-- are these already being offered or is there being listed a means of saying we want to add these classes? Seeking clarification of that point. *All three courses listed therein are seminar courses. These are not elective courses.*

*The course on Social Media (LST 755: Social Media from social and cultural perspectives) was offered online in fall 2012. The course attracted an enrollment of 11.*

*The course on Evolution and Disease (LST 730: Evolution and Disease) was offered online in summer 2012. The course attracted an enrollment of 13.*

*The course mentioned as 'Research on Sexuality' is actually 'Sociology of Sexuality' and it is scheduled for fall 2013.*

**3. Dean's letter of support-** Jamie Spiller mentions "...if they want, apply program-approved traditional classroom coursework to their degree as well."

The proposal doesn't support this statement. The proposal is about all courses being on line, so that interpretation is that 30 credits of courses will be offered online if that is what the degree program is, correct? Clarification needed in proposal. *The proposal is indeed about making MALS a fully online degree program, which means that it is possible to earn all thirty credits through online courses alone.*

*Note: there is no objection to students taking their electives in formats other than online, e.g. face-to-face, hybrid, or technology enhanced.*

**4.** As it is understood, 30 credits is four required Liberal Studies courses (=12 credits), but **of the three required categories, that is only 9 credits** (one from each category), is the remaining 3 credits taken anywhere? Clarification needed, also on the six elective courses- from what disciplines? *Of the 12 credits from the liberal studies (LST) courses, 9 credits are indeed three courses, one from each of the three required categories. There is a fourth 3-credit required course called LST 797: Portfolio, which is a capstone course. This is the course used for assessment purposes. The six elective courses may come from one or more disciplines. A matriculated student in MALS is required to identify a programmatic focus for his/her graduate study. Selection of elective courses is strictly predicated on their relevance to this programmatic focus only.*

5. Identify all other disciplines that are affected if this program goes completely online. Will they lose seats in their current courses? Identify the impact and provide letters of support for this program from those departments to which. History? English? Others? *No other department will be affected by MALS going online. While MALS students take courses from any discipline, departments don't offer courses based on the needs of the MALS program. Hence, there is no particular department that stands to lose seats in their courses.*

6. Is a fully online MALS program pedagogically appropriate? Explain beyond numbers. *We have been offering three seminar courses online from fall 2010. Anecdotally, we can say we have not found any pedagogical concerns since the courses are offered almost exclusively by full-time faculty who have worked with our instructional designer to translate their course to an online format. We can say with certainty that most students are comfortable being online and learning online. Online education is student-centered, asynchronous, and is free from location-constraint. This means the educational focus shifts from teaching to learning. This is a positive shift in pedagogy.*

*The online educational system is informed by a host of interdisciplinary support personnel to provide design and implementation assistance to instructors or subject-specific research assistance to online students. In addition to the instructional designer, IT has support services which now include a 24/7 Help Desk service. Also, remote tutorial support is available for online students.*

*Each course is divided into modules, with readings, assignments and discussions. Discussions may involve working in teams. Help sessions are provided via email, phone, and the traditional in-person sessions. While the content is structured, the learning environment is not. These provide opportunities for students to talk, listen, write, read and reflect on content, ideas, issues and concerns of a discipline in a meaningful way. This approach fosters critical thinking and communication skills. This also provides an organizational mechanism to facilitate and assess student engagement with both the material and the instructor. Excepting the face-to-face engagement, online education provides a multimedia framework for almost any educational activity such as quizzes, Q&A, polling, reflection, case studies, presentation, research, tracking progress, assessment, etc.*

*Finally, online education is in its nascent stage. It is in the making and is not made. We should be in the midst of this evolving educational experiment and not simply wait and watch from the sidelines.*

7. Also considering removing the instructors names off the courses listed as this will change and there was question to an adjunct being listed. *Done. I'm not sure about the adjunct question. Over 90% of the MALS courses are taught by full-time faculty*

From: Halquist, Donald  
Sent: Friday, April 5, 2013 9:35 AM  
To: Daniel, Eileen  
Subject: EHD Course Offerings

Dear Eileen,

I am writing to indicate that EHD will offer the following graduate courses online for the foreseeable future:

EDI 513: Introduction to Special Education  
EDI 520: Education and Society  
EDI 581: Technology in the Classroom  
EDI 600: Understanding Educational Research  
EDI 601: Diversity in Education  
EDI 665: Classroom Management

Sincerely,  
Don

Don Halquist, PhD  
Chair, Department of Education and Human Development  
The College at Brockport, State University of New York  
350 New Campus Drive Brockport, New York 14420  
585.395.5550 [dhalquis@brockport.edu](mailto:dhalquis@brockport.edu)

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From: Haytock, Jennifer  
Sent: Friday, April 5, 2013 11:15 AM  
To: Daniel, Eileen  
CC: Prioleau, Darwin, Glazier, Robin, Hinds, Janie, Vasquez, Susan  
Subject: English Department for Online Courses

Dear Eileen,

I am pleased to offer the English department's support for the proposed new online MALS degree.

The English department is prepared to offer four online graduate courses, one a semester in rotation, depending on the availability of faculty. While the English department is still building our online offerings, I expect that we will be able to offer the following online courses beginning in the spring of 2014:

--ENG 582 Children's Literature  
--LIS/ENG 7xx Evil in Literature  
--ENG 633 Studies in American Literature after 1870 --ENG 6xx Cosmopolitanism, Nationalism, and the Origins of Human Rights

I am looking forward to working with you in your new venture.

Best wishes,  
Jennifer

Dr. Jennifer Haytock  
Chair and Professor, English Department  
Hartwell 211  
SUNY The College at Brockport  
Brockport, NY 14420  
585.395.5832

---

From: Downey, Ed  
Sent: Friday, April 5, 2013 3:04 PM  
To: Rajasethupathy, Kulathur  
CC: Daniel, Eileen  
Subject: RE: Senate 22 - MALS online - questions

Raj,

The Spring 2013, Su 2013, and Fa 2013 course schedules are attached. -Ed

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Attachment:

spring schedule								
PAD	629.61	B	Fundrsing & Devl	0:00- 0:00	SUNY	LRNNET	3	201302
PAD	641.61	B	Fndtns PAD	0:00- 0:00	SUNY	LRNNET	3	201302
PAD	687.62	B	Stat For Managrs	0:00- 0:00	SUNY	LRNNET	3	201302
PAD	688.61	A	Research&Pro Evl	0:00-0:00	SUNY	LRNNET	3	201302
summer schedule								
PAD	653.31	A	Ethics In Admin	0.00- 0.00	SUNY	LRNNET	3	201306
PAD	664.51	A	Nonprft Advocacy	0.00- 0.00	SUNY	LRNNET	3	201306
PAD	688		Research&Pro Evl	0.00- 0.00	SUNY	LRNNET	3	
fall schedule								



PAD	629.61	B	Fundrsing & Devl	0:00- 0:00	SUNY	LRNNET	3	201309	
PAD	641.61	B	Fndtns PubAdmin	0:00- 0:00	SUNY	LRNNET	3	201309	
PAD	696.61	B	Proj Paper/Port	0:00- 0:00	SUNY	LRNNET	3	201309	
PAD	614.61		Education Policy	0:00-0:00	SUNY	LRNNET	3		
PAD	688		Research&Pro Evl	0.00- 0.00	SUNY	LRNNET	3		